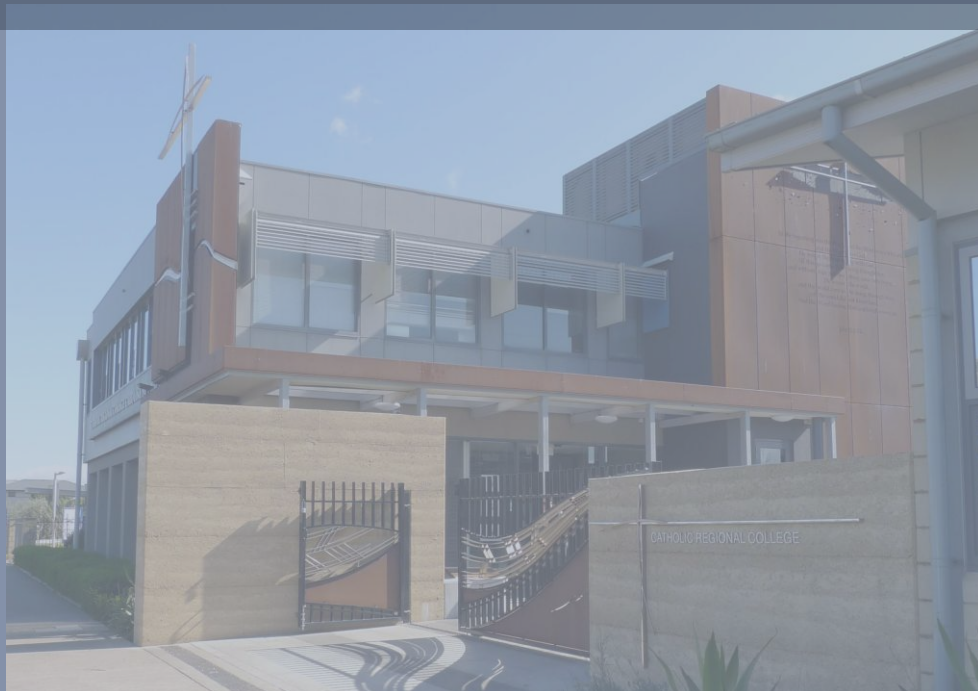


ANNUAL

2018



**Catholic Regional College Caroline Springs,  
CAROLINE SPRINGS**



SCHOOL REGISTRATION NUMBER: 2044

## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview.....	4
Principal’s Report.....	5
Education in Faith .....	7
Learning & Teaching .....	9
Student Wellbeing .....	14
Child Safe Standards .....	19
Leadership & Management.....	20
College Community.....	22
Future Directions.....	24



## Contact Details

<b>ADDRESS</b>	10 College Road Caroline Springs VIC 3023
<b>PRINCIPAL</b>	Mr Jamie Madigan
<b>PARISH PRIEST</b>	Rev. Fr Richard Rosse
<b>SCHOOL BOARD CHAIR</b>	Rev. Fr Maurie Cooney
<b>TELEPHONE</b>	(03) 9217 8000
<b>EMAIL</b>	principal@crccs.catholic.edu.au
<b>WEBSITE</b>	www.crccs.catholic.edu.au
<b>E NUMBER</b>	E1385

## Minimum Standards Attestation

I, Jamie Madigan, attest that Catholic Regional College Caroline Springs is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

21 May 2019

## Our College Vision

Our school motto, *Live Fully, Act Justly*, makes two distinct claims on us as a Catholic school and invites us to recognise and appreciate the 'fullness of life' that the College community enjoys.

Our students are enthusiastic young people connected to their families who are genuinely interested in their wellbeing, and are connected to their parishes which have nurtured their minds and spirituality.

Connection to the Federation of Catholic Regional College means we enjoy the collegial support of others with whom we share our story and practice. We have access not only to resources and materials but to the wisdom, encouragement and support of others who share our mission. The facilities, those in existence and those planned for, provide us with the means of incorporating the latest in educational theory and technology. This opens us to possibilities, which are exciting and new.

Our claim to be a school community, which acts justly, challenges us to never take for granted what we enjoy.

We are called to ensure that our day-to-day contact reflects our commitment to be just to ourselves and to others. We are to seek actively for others what we ourselves experience; to share what we have, to question why others live without in a world which has enough for all, and to challenge structures and beliefs which work to keep people in poverty and oppression. Moreover, we are called to guard against complacency and comfort which can mask the call for us to do what is right and good and holy. In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

**Learning:** in all forms, styles and situations - formal and informal, mutual and collegial

**Stewardship:** of all in and of God's creation - self, others and the world

**Compassion:** which, guided by respect, moves us to action

**Prayer:** as a way of living and knowing

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God's love.

## College Overview

Catholic Regional College Caroline Springs was established in 2007 to provide Catholic secondary education for the residents of Caroline Springs and surrounding suburbs. In 2018 the College had an enrolment of 830 students in Years 7-10. Catholic Regional College Caroline Springs is one of five colleges, which forms what is called the Federation of Catholic Regional College. The other 7-10 colleges are located at St Albans and North Keilor, while Melton is a 7-12 college. Our students, on completion of their compulsory years of schooling at Catholic Regional College Caroline Springs, then have the unique opportunity to attend Catholic Regional College Sydenham which offers an extensive range of VCE, VET and VCAL options. Faith, learning and community are central to Catholic Regional College Caroline Springs. Our motto, Live Fully, Act Justly, urges students to take every opportunity to make the most of what life has to offer, to strive to be their very best and, in doing so, to remember to be just to themselves and to others. We ensure that the curriculum and programmes offered at the College also reflect the values embedded in our motto. A student-centred approach to learning that ensures that all students are given every opportunity to reach their potential is the basis of our rich, diverse and faith-centred learning environment.



## Principal's Report

The theme for 2018 was 'Stewardship: of all in and of God's creation: self, others and the world. Stewardship, along with Prayer, Learning and Compassion is one of the four pillars that underpin and guide our beliefs at Catholic Regional College Caroline Springs and inspire us to 'Live Fully and Act Justly'. The pillar of Stewardship was a strong focus for 2018 and was carried throughout the year in the opening and end of year masses, whole school assemblies and staff meetings.

***The earth and everything in it, the world and its inhabitants, belong to the Lord. – Psalm 24:1***

Catholic Regional College Caroline Springs is a dynamic and ever-evolving place, where many wonderful opportunities exist for students to be involved in the academic, spiritual, and liturgical life of the College. Throughout 2018 there were many House related activities: sporting events, external competitions, social justice activities, immersion days, camps, and assemblies. These multitude of activities 'open new horizons' for our students and I am reminded of Pope Francis urging the youth of the world and the Church to 'open new horizons for spreading joy'.

***'Open new horizons for spreading joy. My friends, Jesus is the Lord of risk, he is the Lord of the eternal "more". Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and to set out on new and uncharted paths. To blaze trails that open up new horizons capable of spreading joy, born of God's love and wells up in your hearts with every act of mercy. To take the path of "craziness" of our God, who teaches us to encounter him in the hungry, the thirsty, the naked, the sick, the friend in trouble, the prisoner, the refugee and the migrant, and our neighbour who feel abandoned. To take the path of our God, who encourages us to be politicians, thinkers, social activists.'***  
- Pope Francis

These words of Pope Francis challenge us at Catholic Regional College Caroline Springs to welcome new opportunities for sharing the joy and hope of the Risen Christ. As staff who work so closely with young people, let us inspire their dreams for the future, just as Jesus has dreams for the future of our youth. Let us accompany our students as they discern the path that God has for them.

The core business of the College revolves around quality teaching and learning. We continue the shift to a more contemporary model of education that emphasizes student-centred teaching and learning. Current indications are very positive, suggesting that these changes have engendered a change in student engagement. This should see improved academic outcomes over time.

Throughout 2018 we had a continual period of building and construction. The Performing Arts Centre and Cafeteria, as well as a new 10 classroom general-purpose modular building, were constructed and will both be opened for use in 2019. Stage 2 of the Catholic iconography project has also begun with the landscaping around the MacKillop Building and Performing Art Centre entrance to also be completed in 2019.

I would like to thank and acknowledge all parents who assisted the College in any way this year. The education of young people is a shared undertaking between parent and school and your commitment to your child's school improves educational outcomes. I particularly thank those who have contributed through the Parents and Friends Association.

I thank and congratulate our Student Leaders who have continued to grow in their roles and have significantly and positively impacted the College. I would also like to express my heartfelt thanks to our wonderful teaching staff who are fully committed to providing the best learning experiences for all of our students. Thank you also to the administration, maintenance and support staff that provides outstanding service to the College community.

As a Catholic College, we are proud to model our values on the message of Jesus in the Gospels, and we do this daily, through our commitment to our college motto of 'Live Fully Act Justly'.

Jamie Madigan  
Principal



## Education in Faith

### Goals & Intended Outcomes

- Develop and establish a Social Justice group
- Develop and implement a Social Justice Policy
- Review Reflection Day/Retreat programs
- To increase the opportunity for staff to engage in faith and spiritual formation
- Increase the Catholic Identity of the College
- Provide Religious Education teachers opportunities to improve their understanding of the Religious Education Curriculum Framework and the Pedagogy of Encounter

### Achievements

- Celebrated our College Pillar of 'Stewardship' through the Celebration of the Eucharist, liturgies and Reflection Days
- Continued the scheduling of class Masses with St. Catherine of Siena Parish
- Continued scheduling of year level Masses with invitation to parents and carers to attend
- Continued to support staff in achieving Religious Education Accreditation and Accreditation to teach in a Catholic School
- College community gathering for Opening College Mass, Live Fully Act Justly Feast Day and End of Year Masses
- Offered faith professional learning opportunities for staff
- Completed Enhancing Catholic School Identity Survey (ECSI Data Survey) with parents, students and staff
- Attended Year of Youth School Forum
- Whole school liturgies held for Ash Wednesday, Easter, ANZAC Day, Remembrance Day
- 'Staff Faith in Action Day' – staff engaged in various acts of service for St Vincent De Paul and St Catherine of Siena Parish
- Provided opportunities for students to attend Archbishop's conversation with students, Caritas Leadership Day, Mass for Catholic Schools St Patrick's Cathedral, Life Giving Love Seminar Day – Nazareth College, RISE Melbourne
- Participated in the Western Region Sacred Music Festival
- Offered the opportunity for staff and students to participate in the Sacrament of Reconciliation and Adoration
- Participated in Federation Day Faith PL – Father Timothy Radcliffe
- Continued to offer the Alice Springs Immersion Tour to Year 10 Students to connect with the indigenous culture
- Continued to offer interfaith dialogue through World Religions Excursion
- Conducted a survey with staff and students to name new homeroom stream and Year 7 building
- Provided opportunities for students to experience Catholic Faith through Year Level Reflection Days
- Ministry ensemble liturgy music workshop with Genevieve Bryant



- Maintained strong links with the local Parish through College participation in Parish events – 2018 St Catherine of Siena Youth Rally and Christmas Carols
- Welcomed the Leaven of Immaculate Heart of Mary (LIHM Sisters) as a part of our Faith Community through prayer, important dates of the liturgical year, reflection days and assemblies.

### VALUE ADDED

- Formation of St Vinnies College Conference Team
- Formulating a Social Justice and Fundraising Policy
- Weekly Morning Mass for staff and students
- Honouring Holy Day of Obligation – The Assumption of Mary Mass
- All Religious Education Staff accredited to teach Religion
- Blessing of our College Leaders at Investiture Ceremony
- Live Fully Act Justly Day focused on supporting the community of St Francis School, Kizinga in the district of Rakai, Southern Uganda.
- Provided internal Faith Professional Learning opportunities for staff
- Welcomed the LIHM Sisters as part of our Faith Community
- Strengthened relationship with Parish by appointing Deacon Chris on teaching staff
- Completion of Post Graduate Certificate in Religious Education by three staff members
- Participated in the Embedded Teacher Formation Program (ACU Companions Program)
- Reviewed Reflection Day/Retreat programs based on staff and student feedback
- Collaboratively worked with CRC Federation Religious Education Leaders to update curriculum in light of the Renewed Religious Education Framework



## Learning & Teaching

### Goals & Intended Outcomes

- To develop a consistent structure in the teaching and learning programs at the College
- To encourage the development of a culture of continuous professional improvement that includes classroom-based learning
- To encourage the development of a culture of continuous improvement that includes mentoring and coaching arrangements

### Achievements

- A comprehensive external review and evaluation to identify and address the strengths and weaknesses in the *Deep Engaged Active Learning Program* at Year 9 was conducted with the aim to plan for improvements in 2019
- A separate review was also conducted for the Year 10 Pathways Program with the aim to plan for improvements in 2019
- With the feedback provided through the review process, redeveloped and designed an enhanced program for 2019
- Implementation of the EMS360 (online administrative software) platform including process for leave, absences and application for professional development, activities, camps and excursions. Including development and implementation of processes, procedures and policy for all staff
- Developed and implemented consistent use of Rubrics in every Learning Area to ensure a consistent approach to teaching and learning at all year levels and each learning area
- Italy cultural immersion offered in 2018 (*Instituto di Istruzione Superiore Cambi Serrani* in Falconara Marittima, Ancona, Le Marche) Year 10 students attended in September
- Successful facilitation of the inaugural STEM with NASA program including thirty-two students and four staff attending
- Developed and implemented a sequenced plan for curriculum delivery by conducting a scope and sequence audit at every year level for every subject for Semester One and Semester Two (use of checklist). This has ensured a consistent teaching and learning practice and a clear reference for monitoring learning across the year levels
- This audit was then used to add to enhance the content of existing programs with the aim of improving students learning
- Learning & Teaching Team led and developed Professional Practice Workshops (PPW) run on alternating Tuesdays providing an opportunity for teachers to share and exchange ideas and reflect on beliefs and practices
- This model was also used to allow all teachers the opportunity to present professional practice workshops in various areas of learning and teaching interest and knowledge
- Learning & Teaching Team facilitated Professional Teaching Teams (PTT) run on alternating Tuesdays. This time has enabled teachers to work collaboratively to develop staff capacity and modelling best pedagogical practice in specific learning and teaching areas.
- Every teacher met with a relevant Learning & Teaching Leader at two time points with a view to develop and review individual goals based on the Australian

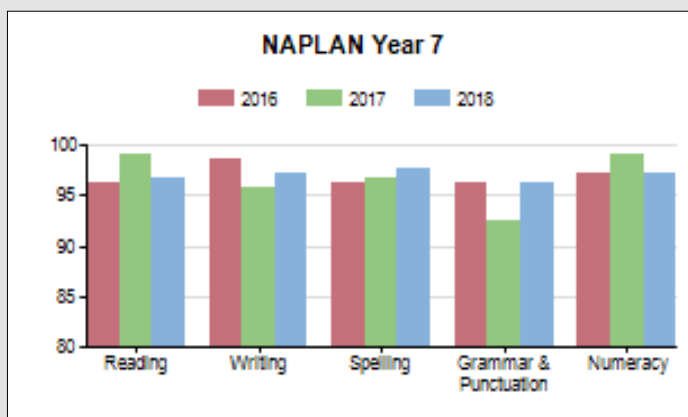
Professional Standards for Teachers

- Implementation of EMS360 online program for ARM process, Professional Learning requests (including feedback feature) and ACE (Activities, Camps & Excursions)
- Developed *Extra and Cocurricular Guidelines* confirmed by leadership team and staff at large ready for implementation in 2019
- Redeveloped and relaunched *Code of Academic Integrity*
- Relaunched, developed and implemented *Homework Policy and Guidelines*
- Regular homework catch-up sessions run every Tuesday and Thursday designed to assist student completion of homework
- Developed and implemented rollout of the *Replacement Class Policy* for teachers
- A review of ICT use in curriculum took place which lead to a greater emphasis on the use of digital learning in the classroom and development and inclusion of digital resources into the curriculum and teaching programs
- Development of new *ICT User Agreement* and *Additional Student Software Procedures*
- New Personalised Learning Plans for students were developed including short term and long term goals and strategies to support student social, emotional and academic progress
- National Consistent Collection of Data team established and levels of adjustment data collection set up on SEQTA
- Refugee Education Support Program (RESP) team established. A school audit conducted and an action plan developed
- New learning and teaching organisational structure introduced with five new positions of leadership: Performance Development and Operations, Student Pathways, Literacy and Numeracy, Curriculum Innovation and Digital Learning
- Further development of SEQTA student reports incorporating weighting scale, overall grade and other design features (e.g. attendance for each subject, lateness etc.)
- Reorganised the timing and structure of Student/Parent/Teacher interviews based on feedback from teachers and parents
- Restructure of Year 10 elective blocks providing students with a greater choice of electives and opportunity to study in subject areas of interest
- Curriculum approved for 2019:
  - Year 7 Japanese
  - Year 7 English Skills
  - Year 10 Digital Photography
  - Year 10 Core Science Physics: Mechatronics
  - Year 10 English Language and Literature
  - VCE Units 1 & 2 Psychology
  - VCE Units 1 & 2 Health & Human Development

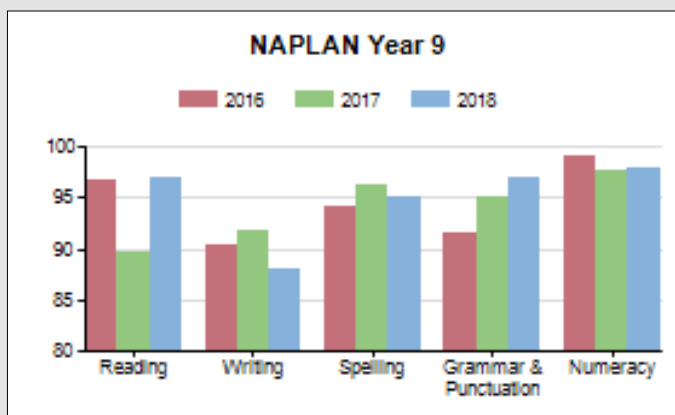


### STUDENT LEARNING OUTCOMES

In 2018 our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN). The proportion of students who met national benchmarks is as follows:



This chart indicates that between 96% and 97% of Year 7 students achieved national benchmarks.



This chart indicates that between 88% and 97% of Year 9 students achieved national benchmarks.

NAPLAN results at years 7 and 9 over the past three years indicate improvement in some areas. These results have compared favourably with state and national averages

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Grammar & Punctuation	96.3	92.5	-3.8	96.3	3.8
YR 07 Numeracy	97.2	99.1	1.9	97.2	-1.9
YR 07 Reading	96.3	99.1	2.8	96.8	-2.3
YR 07 Spelling	96.3	96.7	0.4	97.7	1.0
YR 07 Writing	98.6	95.7	-2.9	97.2	1.5
<b>YR 09</b>					
YR 09 Grammar & Punctuation	91.6	95.1	3.5	97.0	1.9
YR 09 Numeracy	99.0	97.8	-1.2	98.0	0.2
YR 09 Reading	96.8	89.7	-7.1	97.0	7.3
YR 09 Spelling	94.2	96.2	2.0	95.0	-1.2
YR 09 Writing	90.5	91.8	1.3	88.1	-3.7

These results are encouraging and reflect the emphasis teachers place on numeracy and literacy at Catholic Regional College Caroline Springs. This year all staff were involved in a literacy professional development day with external presenter Kirstin Bourne, *'How do we improve literacy?'*

Teachers from the College are members of a Literacy Network. Several teachers have participated in extensive literacy professional development.

Planning for the new Year 7 English Skills course took place in 2018. This course is structured to enable students who require some additional assistance with reading, writing and speaking and listening to receive extra support in smaller English classes. Students in this program will still be completing the mainstream English course but in a more intensive and supported manner.

In 2018 the Year 10 English Curriculum was rewritten to mirror Units 1 and 2 of the VCE English Study Design, in addition to meeting the Victorian Curriculum. The strategy was designed to offer opportunities for a smooth transition to students' senior studies.

In addition to in-class assistance, additional support is provided for identified students in numeracy. Teachers from the Maths Learning Area have participated in targeted numeracy professional development activities and also form part of an inter-school Federation network. Maths support sessions are held afterschool.

The College is able to compare the results of the 2017 NAPLAN tests with the 2018 NAPLAN results in terms of the percentage of change in the proportion of students at the College who met the national benchmarks.

It is important to acknowledge that from year to year results can and do fluctuate based on a variance of students' abilities from one year level group to the next. The College is working towards literacy and numeracy improvement and anticipates future improvement in overall trends.

The College forwards the individual results of NAPLAN tests to parents.

In 2018, Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

The following median scores represent the average Standard Level achieved by students in Year 9.

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	566.60
Year 9 Writing	570.30
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	579.20

In comparison with State median averages, the College averages are 'above' or 'well above' in each area.

**VCAL**

In 2018 14 students entered Vocational Certificate of Applied Learning (VCAL)

<b>SENIOR SECONDARY OUTCOMES</b>	
VCAL Completion Rate	95%

## Student Wellbeing

### Goals & Intended Outcomes

- To introduce a new model of student management and wellbeing across the College that focused on 'every student being known and connected'.
- That the school environment continues to nurture in students a sense of belonging, positive relationships and resilience.

### Achievements

- After reviewing the structure and makeup of the Wellbeing Team, a new model was implemented
- Two Year Level Leaders (YLLs) were introduced at each Year Level
- A Head of Student Wellbeing (HSW) was introduced, to support the Deputy Principal Wellbeing (DPW) as well as provide another level of wellbeing and management between Year Level Leaders and the DPW
- A College Counsellor was also appointed to complement the services provided by the College Psychologist
- The previous case study model was maintained in terms of the care given to high needs and at-risk students, however, the philosophy of the College providing long-term therapeutic counselling moved to one of providing appropriate pathways to external diagnostic services
- Students in Focus Teams (SIFT) were established at each Year Level consisting of DPW, HSW, YLLs, College Psychologist, College Counsellor, Learning Support Coordinator and Assistant
- The most significant comparison between the new and previous models is that every student in the College now has a dedicated care team of nine adults, compared to two or three in previous years
- A fortnightly SIFT meeting was scheduled at each Year Level; the purpose being to enable a forum where high needs and at-risk students were monitored closely and followed longitudinally
- SIFT meetings enabled group discussion around individual solutions, pathways and management of these students as well as 'keeping a finger on the pulse' of each Year Level in a collaborative format
- SIFT meetings were also the forum for discussing and actioning student self-referrals
- Wellbeing Team meetings were scheduled after school, a change from being timetabled as part of the team's load
- The new model increased the POL time allotment for the Wellbeing Team from 90 periods to 104 period per cycle. It also increased the number of team members from six to ten
- After a review of SEQTA in relation to the wellbeing needs of staff and students, a number of changes were implemented, including more efficient functionality and clearer formatting, particularly regarding Wellbeing Reports

- New guidelines around the content and scope of Wellbeing Reports, including notifications and restrictions, were also developed which resulted in more efficient, pragmatic, consistent and discreet reporting and sharing of information
- A scope and sequence of the Pastoral Care program across the College was developed and new units implemented at each Year level
- The Year Level leaders oversaw the facilitation of the pastoral care program
- Provided and offered further professional learning in the area of Wellbeing
- Provided professional learning for all staff in the Berry St program
- Provided professional learning for all staff in Child Safe Standards and Mandatory Reporting, including completion of the e-modules
- Continued to participate in wellbeing networks that included CEM Western Region Office Secondary Wellbeing Leaders Professional Learning Network; City of Melton Police & Schools Consultative Committee Principals Network; Brimbank/Melton Local Learning & Employment Network; DET, Wellbeing and Local Working Group (LWG) network
- Continued to collaborate with external services such as DHHS, Headspace, RCH, Catholic Care, private practice psychologists and paediatricians when working with high needs students
- Conducted the 'Tuning in to Teens' program for parents again
- Investigated the ICAN program for students on the autism spectrum and have committed \$8000 to the implementation of the program in 2019
- Year Level Leaders coordinated formal and informal assemblies, briefings and community homerooms at each Year Level
- The Primary Links team expanded to ten members, including four general staff filling voluntary roles
- The Primary Links team focused on reviewing documentation, especially the hard-copy student information form which was reformatted as an extensive google-doc
- All Primary Links processes, timelines, systems and information gathering were reviewed and modified
- The Primary Links team were integral to the planning and coordinating of Year 7 orientation, induction and reflection days
- A Year 7 Welcome Day was introduced, as was a Year 7 House Spirit day
- Year 7s again attended camp for three days at Camp Manyung in Mt Eliza
- Reviewed the role of House and student leadership and developed a new structure and two House & Student Leadership coordinators were appointed
- House branding and identity became a focus and is still in progress
- House spirit increased markedly as a result of a very public campaign that focussed on the new Year 7s
- Lunch time sports, including soccer and basketball were introduced as House competitions
- The new Student Leadership structure was implemented that reflects a progressive responsibility model that evolves from unitary (Year 7) to horizontal (Year 8) to vertical (Year 9) and then a whole school model at Year 10
- A Student Leadership camp (to Airey's Inlet) was introduced for Year 9 & 10 leaders and was facilitated by the House & Student Leadership Coordinators and the DPW.
- Values, goals and actions were developed at the camp



- A formal student leader investiture ceremony was successfully introduced. Parents were invited and attendance was very good. All staff and students attended and were privileged to hear from special guest speaker Saad Al'Kassab from CRC Sydenham
- A system of points was introduced to manage lateness and uniform infringements. This was linked to a Recall system at lunch time on Wednesday or after school on Thursday.
- After a review, phones were banned from the College grounds from the first day of the year.
- It was clear very quickly that it was a positive move: there were significantly less incidents and students socialised at break times in a more communal and healthy way that encouraged dialogue and relationship building
- Students were noticeably more physically active



**VALUE ADDED**

The following were introduced in 2018:

- Investiture of Student Leaders
- Year 7 Welcome Day
- Year 7 House Building Day
- Student Leaders Camp
- Lunchtime House Sports
- Student lead House Spirit activities at Swimming and Athletics carnivals
- Live Fully Act Justly Day was re-branded as a social justice awareness raising event, rather than a fundraiser

The Uganda Project was launched in support of St Francis Primary School Kizinga. \$18000 was raised through each student making a \$25 donation to the project. This will enable classrooms, kitchen and water resources to be developed.

**STUDENT SATISFACTION**

All Student Morale indicators increased from the previous year’s data. Respectively, the increases were 2.1%, 1.6%, 5.2%, 0.3% and 1.5%. The data from the SIS indicated that generally student morale is high. Again the highest indicator was No.4 ‘I feel happy at school’ with 82.9% responding favorably, however, this was also the smallest increase from the previous year. The biggest increase was for the indicator ‘I feel relaxed at school’.

<b>Student Morale</b>	<b>All</b>							<b>Time</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Avg</b>	<b>%Fav</b>
1. I feel positive at school.	3.4	3.6	10.4	24.3	28.3	24.2	5.8	4.7	82.6
2. I feel cheerful at school.	3.6	4.4	11.4	25.2	27.8	20.2	7.3	4.6	80.6
3. I feel relaxed at school.	6.6	11.2	16.6	26.6	22.1	12.7	4.3	4.0	65.7
4. I feel happy at school.	3.9	4.5	8.7	22.6	23.4	27.8	9.2	4.8	82.9
5. I feel energised at school.	7.3	7.8	14.3	28.6	19.5	15.0	7.6	4.2	70.6

**Student Connectedness**

Nearly all student connectedness indicators improved. Numbers 1-4 increased, with the biggest change relating to ‘I feel good about being a student at this school’. Indicator 5, ‘I look forward to going to school’ actually decreased as an indicator of Connectedness and will need to be addressed in future.

<b>Connectedness to School</b>	<b>Disagree</b>			<b>Agree</b>		<b>Avg</b>	<b>%Fav</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
1. I feel good about being a student at this school.	3.6	10.5	34.3	34.0	17.7	3.5	86.0
2. I like school this year.	8.1	12.1	29.4	31.2	19.1	3.4	79.8
3. I am happy to be at this school.	6.1	10.6	30.4	32.4	20.5	3.5	83.3
4. I feel I belong at this school.	6.6	10.7	32.6	33.9	16.2	3.4	82.7
5. I look forward to going to school.	12.6	20.2	35.9	22.0	9.3	3.0	67.2

### STUDENT ATTENDANCE

This year, students who are late to school, or who exit the school early, have signed in/out electronically using their scanned ID card which connects them to SEQTA. A points system linked to consequences was introduced to address lateness. As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System – SEQTA. Teachers are aware that it is compulsory to record attendance for every class in every lesson. If after Period 2 a student is recorded as not in attendance, then an automatic notification is sent to parents/carers from Reception. Non-attendance of three consecutive days will also prompt a homeroom teacher to make contact with home. Parents have on-line, up to date access to their child’s attendance via a parent portal. Non-attendance at excursions, off-site activities, sports days, reflection days and camps should always be accompanied by a medical certificate and will be followed up by a homeroom teacher. If attendance becomes problematic, the SIFT meeting will action a plan to ensure that it doesn’t develop into school refusal.

2018 Attendances increased marginally overall. There was an increase at Year 7, 8 and 10, and a slight decrease at Year 9.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	94.7
Y08	91.7
Y09	91.1
Y10	93.1
Overall average attendance	92.6

## Child Safe Standards

### Goals and Intended Outcomes

At Catholic Regional College we are committed to continuously reviewing our child safety systems, protocols and practices to ensure the young people in our care are safe & nurtured. Staff are aware of their responsibilities in terms of vigilance and reporting procedures and our policy and procedures are visible and accessible to the whole community.

### Achievements

The Child Safety Standards Policy was reviewed and updated, incorporating a Code of Conduct and Statement of Understanding. The Reporting protocols and procedures as set out in the new Protect package were a focus of staff training and professional development. Copies of posters from the package are displayed prominently in every office in the school and staff room.

All staff again completed the mandatory reporting e-Learning modules and their certificates were recorded.

Specific time was devoted to the implementation of the Protect protocols and understanding and implementation of the support materials.

The College ensures that visitors to the school, including parents, guests, presenters and contractors are aware of their obligations relating to the child safe standards. A new electronic system for signing in and out was introduced and visitors are required to have their photo taken when using this system.

All communications and processes, including literature and recruitment are in accordance with the requirements of Ministerial Order Number 870.



## Leadership & Management

### Goals & Intended Outcomes

Further develop staff leadership capacity and ensure effective professional practice and formation.

### Achievements

Aspects related to Leadership and Management include:

- Architects firm ClarkeHopkinsClarke began work on a new College masterplan to be completed in 2019
- Grant application submitted for a new Year 9 Learning Centre. This also involves the provision to extend the current undersized Resource Centre into the adjoining downstairs MacKillop building
- Provide mentoring and targeted Professional Learning for all staff in the area of leadership
- Formal external review of the IT staff roles and the IT Department, resulting in the re-structure and re-staffing of the IT department
- The College Leadership team has continued to run 'Live' college tours each month
- A review and evaluation of the College ARM processes and procedures was undertaken, resulting in a more rigorous ARM process, with more on-going feedback and goal setting
- EMS 360 software introduced to manage all leave requests as well as requests for Professional Learning, Camps and Excursions and all ARM documentation

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2018

Staff internal professional learning activities included the following:

- Professional Teaching Teams
- Professional Practice Workshops
- Berry Street Education Model
- Child Safe Standards
- Staff Faith Formation
- Using Data to Inform Teaching
- Assessment and Reporting
- Differentiation
- I-CAN Autism Workshops
- Students with additional learning needs
- Learning Area Specific Professional Learning
- Student Wellbeing
- Leadership
- Restorative Practices
- OHS updates: Anaphylaxis, First Aid, Workplace Bullying, Emergency Management (Dynamiq)

Individual Professional Learning activities:

- Subject specific conferences
- Faith development activities
- Twilight theology sessions
- Leadership development
- Attending national conferences
- Catholic Education Melbourne (CEM) Sponsored Study Program
- ACU RE Accreditation - Sponsored Study Program

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	<b>93</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1095.78</b>

**TEACHER SATISFACTION**

Data from the Staff, School Improvement Surveys suggested:

- A strong Catholic culture within the College and amongst staff and students
- Staff are supported and encouraged to pursue further professional development
- High levels of staff empathy and compassion
- High levels of collegiality and support
- Respectful relationships exist amongst staff, students and parents
- Staff want to make a positive difference in the lives of the students
- Staff can put effective teaching and learning practices into use
- Staff strive for continual improvement
- Staff Individual Morale is high

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	86.7%
<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	81.4%
<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	16.9%
Graduate	28.8%
Graduate Certificate	6.8%
Bachelor Degree	88.1%
Advanced Diploma	11.9%
No Qualifications Listed	3.4%
<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	77
Teaching Staff (FTE)	68.8
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	26.1
Indigenous Teaching Staff (Headcount)	0

## College Community

### Goals & Intended Outcomes

To further strengthen community connectedness and partnerships.

### Achievements

- Developed a sister school relationship with St. Francis Primary School Kizinga Uganda. Raised \$18,000 to help build a three-classroom building. The College is committed to assisting the school in Uganda for a 5-year period
- Developed a sister school relationship with 'Liceo Scientifico Livio Cambi' school in Falconara Italy. Conducted our first Italy Exchange visit in September, and will host 28 students visiting CRCCS in February 2019
- The first STEM NASA International trip to Florida was conducted with 32 students and 4 staff attending in the July school holidays
- Further developed the Parents and Friend's Association, including the introduction of a Mother's Day breakfast
- Provided further opportunities for parents to attend College events
- Sought feedback from parent/carers regarding school programs and practices, via electronic surveys and parent focus groups
- Developed a student leadership strategic plan
- Developed a House System strategic plan
- Tuning in to Teens' emotionally intelligent parenting program has been facilitated by our College Psychologist



### VALUE ADDED

The College confirmed and implemented the naming of the following building:

- Siena Building (The new 10 GPLA modular building named after St. Catherine of Siena)

The College confirmed and implemented the naming of the following areas:

- Federation Avenue
- Siena Square
- Hogan Green
- MacKillop Way
- St. Joseph Courtyard
- St Catherine Walk
- Glowrey Lane

### PARENT SATISFACTION

There is a high level of satisfaction with CRC Caroline Springs from the parent/carers, indicated by such things as the:

- Informal feedback provided by families when interviewing for enrolment
- Increasing student enrolments in recent years
- Increasing student retention and attendance statistics
- Improved attendance numbers at parent/teacher interviews

Data from the School Improvement Surveys suggested:

- Parents feel they are engaged in collaborating with staff to achieve student outcomes and that the College is receptive of, and understands their views and concerns
- CRC Caroline Springs has a strong focus on improving its performance
- Parents feel the educational programs and standards of the College address the needs of their son/daughter and that they are well prepared and supported during their transition to the next stage of their schooling
- Parents believe students are given the best opportunity to learn (including the range and quality of the extra-curricular activities provided)
- Student behaviour is managed well
- Parents see their son/daughter enjoying the learning they do at CRC Caroline Springs
- Parents feel their son/daughter has strong relationships with peers and are developing an appropriate range of social skills
- The staff understand the importance of partnering with parents to help students achieve their full potential



## Future Directions

Our striving for excellence in all we do will be supported by ongoing development and upgrading of College buildings, grounds and facilities. The College has employed a new architect firm, 'Clarke Hopkins Clarke' who are now overseeing the production of a new College master plan to be completed in 2019.

A new Performing Arts Centre and Cafeteria as well as the 10 modular general-purpose classrooms building, will be completed at the start of 2019, and this will be a great inclusion for our community and students will reap the rewards of these state of the art facilities. This modular building will provide the growing population of students the opportunity to ensure all classes are housed in appropriate classrooms and will enable better use of general-purpose and specialist facilities, whilst freeing up other learning spaces that will be better utilised. These new facilities will provide a rich and stimulating learning environment for all our students to flourish and reach their full potential



Plans have also begun for the construction of a new Year 9 Learning centre, with building expected to start in early 2020 and be completed for the start of the 2021 school year. This will also incorporate the renovation and extension of the library into the existing MacKillop building, doubling the size of the library.



Caroline Springs and the surrounding suburbs of Plumpton and Fraser Rise are a rapidly growing area and vastly expanding. Enrolments at the local Catholic and Government schools are high and are continuing to grow. Caroline Springs has a large Catholic demographic and demand for Catholic education has been steadily increasing. Our current percentage of Catholic enrolments at the College is 99%.

In 2007 when the College first opened there was only 82 students and 11 staff members. In 2018 we had 830 students and 82 staff. The projected enrolments are as follows:

Projected Enrolment Numbers:

Year Level	2019	2020	2021	2022
7	237	252	252	252
8	228	237	252	252
9	214	224	237	252
10	205	223	224	252
<b>Total:</b>	<b>884</b>	<b>936</b>	<b>965</b>	<b>1008</b>

It is the curriculum vision of the College, that we provide learning experiences that are engaging, meaningful and truly reflects the Victorian Curriculum and the associated general capabilities. In order to do this we need to continue develop classroom facilities that enable us to continue to develop a contemporary approach to learning and teaching.

